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ABSTRACT

Founded in 1972 as part of the private, non-profit Edwin Gould Outdoor Education Centers, the Hillside Outdoor Education Center offers services to various educational groups by providing residential experiences for students and faculty, day-visit programs, school-site outdoor education programs, teacher workshops, college courses in outdoor education, and conferences. The Center is situated on a 50 acre site typical of an upland, glaciated, northeastern deciduous forest area and includes a lodge, log cabin and homestead area, 2 dormitories each capable of accommodating 32 students and 4 staff, a tenting area, and several staff residences. This guide provides information for center users: descriptions of facilities, a statement of purpose, health and safety tips, emergency procedures, sample menus, a typical daily schedule, program offerings, teacher guidelines, procedures for dorm supervisors, pre- and post-trip activities, sample bus games, songs, possible teacher-led evening activities, and references in outdoor education. Sample forms, records, and checklists for participating teachers, students, and parents include pre-planning teacher checklist, table chart for meals, dorm assignments, instructional group assignments, what to bring, health record, publicity release, permission slip, and evaluation forms. Maps of Hillside and its surrounding trails as well as directions for reaching the Center are also provided. (NEC)

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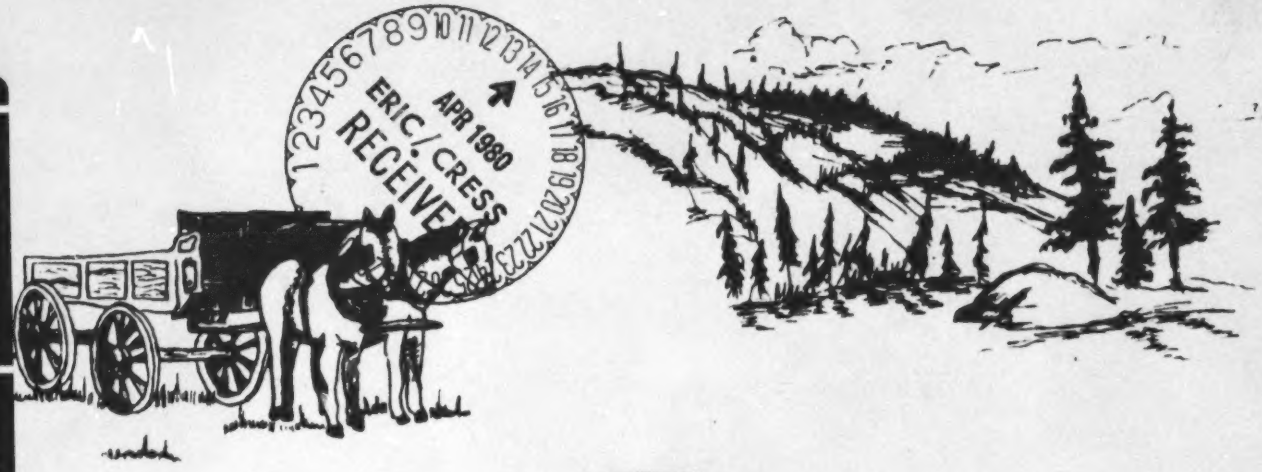

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HILLSIDE OUTDOOR EDUCATION CENTER
BREWSTER, N.Y.

RESIDENT PROGRAM GUIDE

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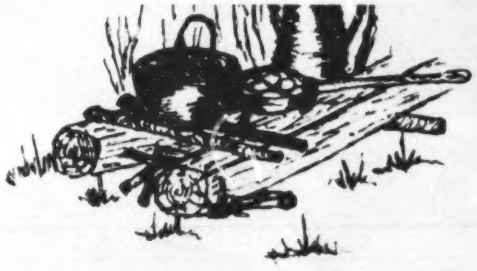

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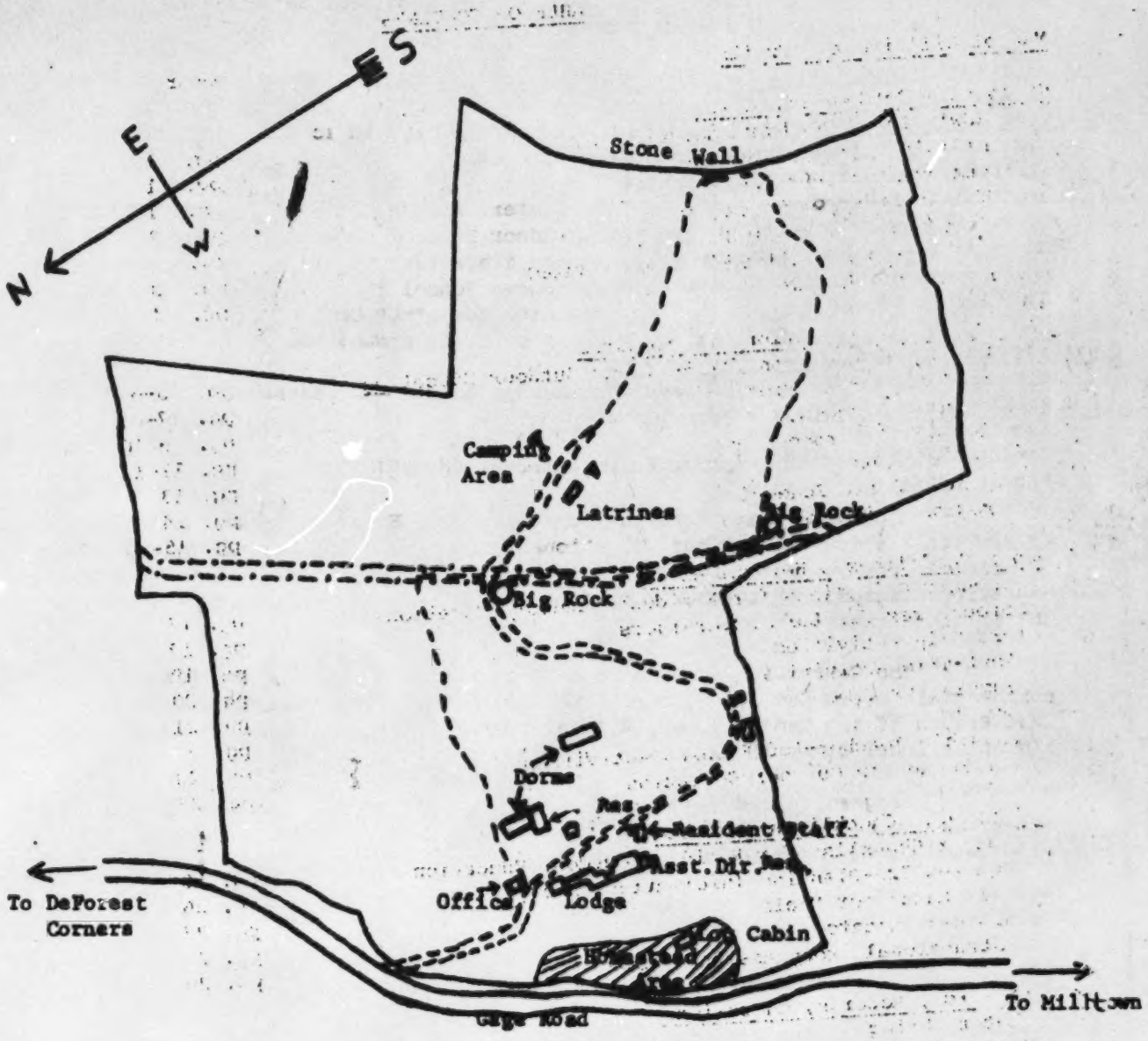


HILLSIDE OUTDOOR EDUCATION CENTER
Gage Road, Brewster, N.Y.

LEGEND

Scale: ¼" = 83.3' Area: 49.778 acres of wooded hillside

_____ Property line boundaries

.-.-.-.-.- Underground cable line clearing

---------- Trails

========== Traveled ways (driveway and dirt road up to camping area - .3 mi.)

EDWIN GOULD OUTDOOR EDUCATION CENTERS

Edwin Gould Outdoor Education Centers is a private, non-profit educational organization whose primary goals are to meet the educational needs of children and adults, and through learning experiences in the outdoors, to contribute to improved human relationships.

Edwin Gould Outdoor Education Centers (EGOEC) provides a unique approach to implementing the total concept of outdoor education. Through its three Centers, extensive opportunities are available to participate in school site, community, and residential outdoor education experiences.

Hillside Outdoor Education Center, founded in 1972 as part of EGOEC, is the residential Center. Lakeside Outdoor Education Center at Lakeside School in Spring Valley, N.Y. has been in existence since 1966 providing day-visit programs. Green Chimneys Farm Center at Green Chimneys School in Brewster (and one mile from Hillside) is the newest affiliation joining the other Centers in 1974. It provides day-visits in outdoor education programs evolving around the farm.

More information may be requested for either Lakeside Outdoor Education Center or Green Chimneys Farm Center.

HILLSIDE OUTDOOR EDUCATION CENTER

Located on Gage Road in Brewster, N.Y., Hillside Outdoor Education Center offers its services to various educational groups by providing: 1) residential experiences for students and faculty, 2) day-visit programs, 3) school-site outdoor education programs, 4) teacher workshops, 5) college courses in outdoor education, and 6) conferences.

The Center is situated on a 50 acre site typical of an upland, glaciated, northeastern deciduous forest area. The program may also include visits to the East Branch of the Croton River, a local family graveyard, Green Chimneys Farm Center, and other local community sites.

Programs are designed to meet the group's needs. A listing of program offerings may be found elsewhere in this guide. The staff can arrange to work with teachers who wish to create some of their own programs at the Center.

STATEMENT OF PURPOSE

Edwin Gould Outdoor Education Centers, Inc. exist to provide opportunities to enhance the academic, social, and aesthetic growth of individuals of all ages and to encourage them to develop their full potential as human beings. This is done by traditional as well as alternative methods. Learning is most efficient and effective when based on the hands-on or sensory awareness approach. Our participants are encouraged to develop a concern for others and a sense of personal awareness through direct experience.

We believe that learning takes place in many environments. Our primary emphasis is on the greater use of the out-of-doors as a learning resource. We awaken the participant to the many learning opportunities afforded by the outdoors. Learning is approached as an inter-disciplinary and multi-disciplinary activity. Outdoor education is designed to serve as a curriculum enriching and life enriching process enabling the learners to appreciate and understand the world of which they are a part. We are educating for a better understanding of the interrelatedness of all things on Spaceship Earth.

WHAT IS OUTDOOR EDUCATION?

Outdoor education is an interdisciplinary approach to education. It involves direct learning experiences which use the outdoors to reinforce and enrich classroom learning. Teaching in and about the outdoors helps children and adults to understand the world in which they live and to develop an understanding and appreciation of the interrelationships of man and nature.

THE VALUES OF OUTDOOR EDUCATION TO THE LEARNING PROCESS

Using the outdoors as a laboratory for learning can contribute significantly to the educational curriculum. Some of these values include:

.....Effective learning. Through direct observation and experience, learning becomes more efficient and effective.

.....Realistic Learning. Learning becomes real through application of the child's senses. Understanding, through direct involvement, makes learning more meaningful and knowledge is retained longer.

.....Environmental Sensitivity. Learning in the natural environment contributes to aesthetic appreciation and develops an awareness of nature and man's relationship to it.

.....Quality of life. Outdoor learning and living contributes to physical and mental health. The learning of outdoor skills meets the leisure time needs of individuals and contributes to the quality of life.

RESIDENTIAL OUTDOOR EDUCATION

Resident outdoor education involves teachers and children living and learning together in the outdoors for a specified number of days and using this natural environment to make learning more meaningful.

Through its resident outdoor education program, the Hillside Outdoor Education Center attempts to provide educational experiences through:

.....The opportunity for students and teachers to see each other in a relaxed and informal environment.

.....An improved relationship between human beings developed through understanding, respect and appreciation.

.....A comprehensive living experience that permits in-depth learning.

.....The togetherness that results from teachers and students living together and working cooperatively toward common goals.

FACILITIES AT HILLSIDE

The Site:

The Center is located on approximately fifty acres of a wooded hillside. Nearly all the land has been left in its natural state. There is, however, a small cleared area for a ballfield and leisure time activities. A dirt road runs .3 miles up the hillside and ends in the camping and outdoor cooking area. There are 2-3 miles of hillside trails, including a self-guided nature trail.

Lodge:

This is the center for most indoor activities including eating, arts and crafts, group meetings, some evening programs, etc. Although most activities occur outdoors, many small groups may be accommodated in various areas of the lodge and yet maintain their individuality as groups. The large back porch is also available for some activities. The lodge is fully winterized.

Log Cabin and Homestead Area:

The cabin is located in the old 19th century homestead area which includes stone foundations of the old buildings. It is designed to provide work areas for earlier American crafts and activities. A unique feature of the cabin is the Clivus Multrum - an ecologically designed toilet which wastes no water and makes compost.

Dormitories:

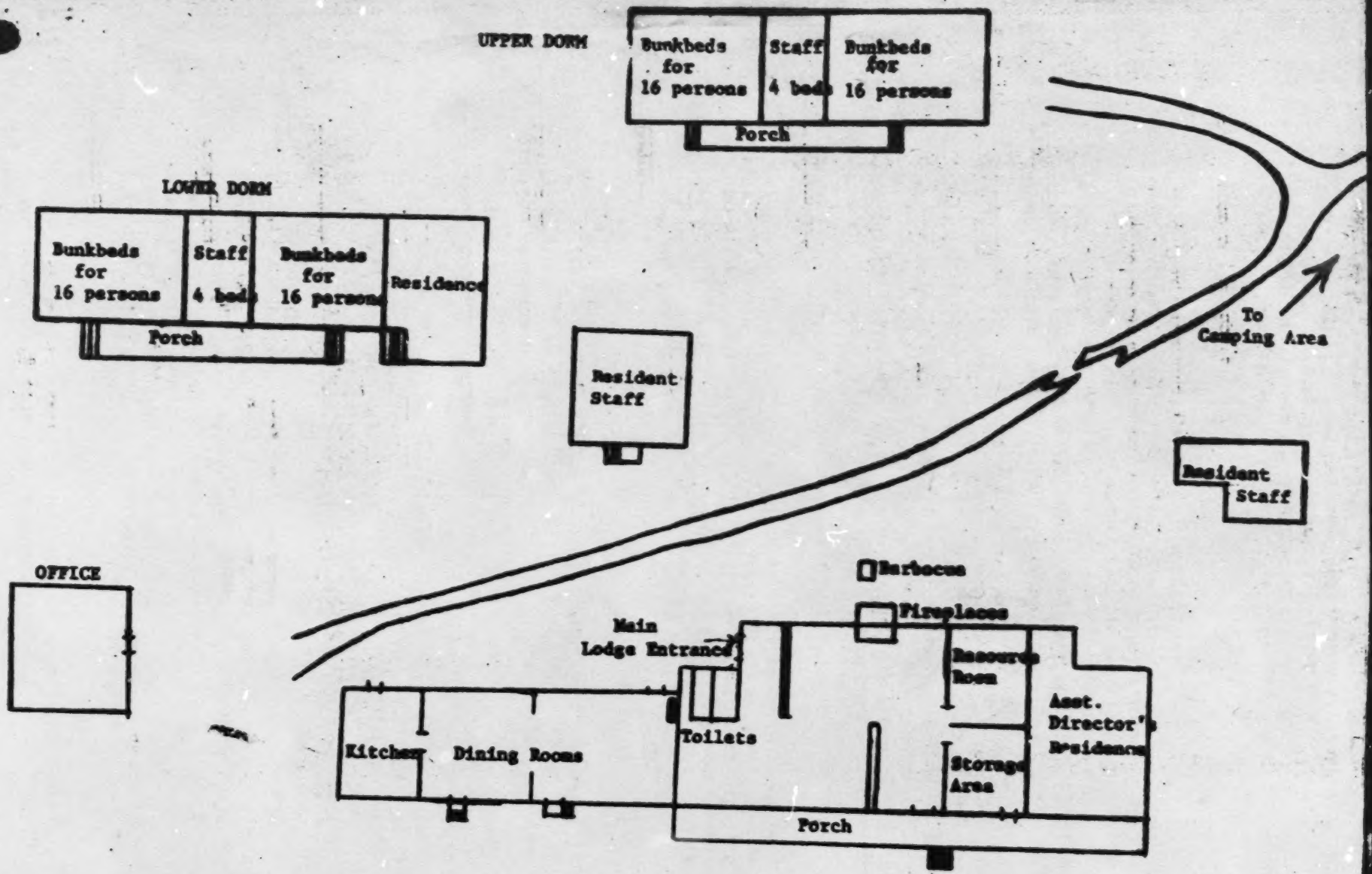
Each of the two dormitories can accommodate up to thirty-two students and four staff. Each section of the dorms includes bathrooms, a shower, and sleeping quarters. The staff room affords them privacy yet staff can easily supervise the students via sliding glass windows. Blankets and pillows are provided. The dormitories are also fully winterized.

Tenting Area:

This area located .3 miles up the hill is used only occasionally. It can accommodate Hillside's 8 wall tents each holding 6 people. The nearby clearing provides an area for outdoor cooking and campfire programs. All cooking utensils, food, water, gear, etc. must be carried up by hand and foot power!

Staff Residences:

Please note that staff housing is attached to the lower dorm and to the lodge. Other cottages on grounds also house staff.



Facilities Lay-out
1975-76

HILLSIDE OUTDOOR EDUCATION CENTER, Gage Road, Brewster, N.Y.

GENERAL INFORMATION FOR RESIDENT OUTDOOR EDUCATION

1. Animal Care:
   Each day a group of volunteer students will have the opportunity to help feed, water, and generally care for the animals kept at Hillside.

2. Attitudes:
   Students should not come to Hillside expecting a "summer camp" situation. Hillside is an outdoor learning laboratory and it should prove to be a most enjoyable learning situation.

3. Candy, Gum, Food:
   Food, gum and candy kept in the dorms can attract animals into the dorms. There will be plenty to eat at meal and snack times so there is no need to bring extra food. Help keep the animals outside where they belong.

4. Collecting Living Things:
   In general, no plant collecting including flower picking, should be done at the Center or other areas used. Limited collecting of specimens is permitted if consideration is given to the available quantity, protection laws, and educational benefits. The director/assistant director would like to be informed before the collecting activities occur. If certain small animals are collected, they will be released before your departure. The only exception is that aquatic specimens may be taken for a classroom aquarium and plant materials may be taken for a classroom terrarium.

5. Daily Log:
   Students should be encouraged to bring a small notebook for taking notes and recording reactions each day. A quiet time is scheduled each day for this type of activity.

6. Dorms:
   Each student dorm section has 16 beds-bunk style, please keep them where they are. A blanket and uncovered pillow is provided for each bed. All Center-owned bedding is not to be removed from the dorms. Please - NO pillow fights, NO roughhousing, NO food (candy, etc.) and NO smoking (or drinking) in dorms.

7. Dorm Clean Up:
   Students will be sharing their "bedroom" with up to 15 other people. Things can get dirty and misplaced very quickly. Students are responsible for making their beds and keeping their belongings together, as well as keeping the dorm clean. Before breakfast is the best time to begin - floors swept, bathroom (including toilets) cleaned, baskets emptied, and litter outside picked up. Morning activities begin after all is clean. Please keep it as clean as possible during the day - visitors often come to see the Center and facilities. Making a student cabin clean up chart is advised such that each student is responsible for something during their stay.

8. Fishing:
   Fishing is permitted (in season) before breakfast and during the "free choice" time. It generally is supervised by a classroom teacher. The fishing area is located approximately one mile from the Center. Fishing gear is to be kept in the teacher's room or in the lodge, NOT in the dorms. Poles can be made at Hillside. Check on fish and game laws for NYC Water/Reservoir Systems in Putnam County.

9. Free Choice Activities:
   In general, 4:00-5:15PM daily. Students may spend this time each afternoon engaged in supervised recreational activities. Whenever possible, the activities should make the best use of the outdoor education center setting. A teacher/parent may direct a creative writing, art, or hobby session during this time. Encourage involvement in activities which are not available back at school.

10. Insurance:
Accident insurance is carried by the Center for all participants in residential programs.

11. "Light's Out"
Students should have lights out and be quiet in their bunks by 9:30PM. They should not be outside the dorm from "lights out" until 7:30AM, unless accompanied by a teacher or staff member. Please remember that Hillside's staff lives at the Center in apartments close to both the dorms and lodge. Please be considerate of them as well as your fellow students and teachers.

12. Money:
Students do not need money at Hillside. There are no vending machines or pay phones. However, Hillside does sell its own decals and iron-on patches as well as some books. If students are interested, teachers may collect the money back at school and orders can be sent.

13. "Quiet Time":
A period of 30-45 minutes is usually scheduled, but is dependent upon the length of after-lunch dining room activities. This time in the dorm is used to write letters, read, talk quietly, or just rest. Dorm supervisors (teachers/parents) may use this time to lead quiet activities. (There is no "quiet time" the first day.)

14. Radios, Tape Recorders, Record Players, Knives:
These should not be brought to the Center for personal use. If brought for a specific activity (skits, talent show, etc.) they should be used only during that time or specified practice sessions and should be kept in the teacher's room or in the lodge.

15. Scheduling:
A pre-planning visit should be made to Hillside and a schedule should be completed prior to September 15th for fall resident programs, December 15th for winter programs, and February 15th for spring programs.

16. Table Seating Arrangements:
Meals at Hillside are served family style with 8-9 people per table. This arrangement provides many opportunities for sharing as well as developing a sense of cooperation and belonging. There should be a maximum of 7 students per table. This will allow room for staff.

17. Telephone:
There is no pay phone at the Center. Hillside's telephone is the business phone as well as the phone for Hillside's staff. It rings in all residences at any time of day or night. Parents of students as well as families of teachers are NOT encouraged to call their children or family member at the Center unless in an emergency. Students are not to use the phone; teachers may, with permission from director/assistant director. Please reverse the charges or leave the number with the office. You will be charged for your calls. Please keep conversations short.

18. Weather reports:
At the hopper bell before each meal, the volunteer weather groups meet at the weather station to read the instruments, study the general weather conditions, and prepare a report to be given after the meal.

HEALTH AND SAFETY TIPS

Students should aim to get the most from their outdoor education experience, not only educationally and socially, but physically as well. Remember that illness and accidents can often be prevented, since many are related to carelessness or disregard for the rules of common sense or safety.

Animals:
- -Don't handle animals or snakes (wild or domestic) without permission, they may bite
- -Mosquitos are sometimes a problem; ticks rarely a problem.

Cuts and Injuries:
- -All cuts and other injuries should be reported to the staff no matter how minor.
- -If a person is badly injured, however, do not attempt to move him. Get staff help immediately.

Fire:
- -There should be no running or active games near a fire because of the danger of falling.
- -No objects heating over a fire should be touched unless your hands are properly protected.
- -Burning sticks should not be taken from the fire and held or used in horseplay, nor should objects be thrown into the fire.
- -If marshmallows are being roasted and catch fire, the flame should not be touched or brought close to hair or clothing.

First Aid:
- -Wash all scratches and cuts as soon as possible and get first aid. Get help if someone seems severly injured. Do not try to move him!
- -If something gets caught in your eye, get first aid. Do not rub the eye!
- -Apply slight pressure on the bridge of your nose in case of nosebleed and get first aid!
- -Sit down with your head between your knees if you feel faint, or lie down.

Fishing:
- -Fish hooks can be quite dangerous so care should be taken. Never walk close behind people fishing or stand close enough to be snagged by a fishhook. If you are fishing, always stand more than a rod's length apart.

Food:
- -The meals at Hillside are well-balanced and nourishing. Eat a sufficient amount at each meal to carry you through the day.

Long Hikes:
- -Many of the activities at Hillside include a walk of 1-3 miles - foot power being our only means of transportation! Two pairs of socks (including one heavy wool pair) is suggested for these walks in order to prevent blisters. Sturdy, well-broken-in shoes (NOT sandals, platforms, loafers, etc.) are suggested.

Medication:
- -All medications are to be turned over to your teachers who will administer them at appropriate times. No student is to have medication in the dorm or to share any medications with others.

Personal Hygiene:
- -Remember that cleanliness is as important at camp as well as at home, and the use of soap and water is a good preventative measure.
- -Remember to come to meals with clean hands and face and hair neatly combed.
- -Brush your teeth after each meal if possible.
- -Change your clothes as often as necessary.
- -Wear clothing suitable to the weather, the temperature and the activity.

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Plants:
-You should only eat a plant or plant part if your leader says that it is safe.
-Poison ivy will be in leaf during the spring and fall and occurs mostly along the road and certain select areas at the Center. Learn to recognize it so a souvenir rash doesn't come home home with you. Poison ivy can be picked up from your clothes, pets, and smoke, so be careful!

Rest:
-Relax during rest hour, because the remainder of the day will be more enjoyable to one who is refreshed.
-Sufficient sleep is essential to enable one's mind and body to function effectively.

Running:
-Please use common sense about running. Running down the trails and on rocky ground can be dangerous.

Water:
-Use caution when working near water.

Wet Clothes:
-If your clothes are wet, go back to the dorm (with your teacher's permission) and change them. If they are dripping, they can be placed over the porch railing. Do not pack wet clothes.

All in All:
-Have consideration for the safety of others. No student should cause injury to others whether through carelessness or rough play.

Remember that your stay at Hillside is meant to be a happy, healthy, learning experience!

EMERGENCY PROCEDURES

Emergency Phone Numbers: (For these numbers, dial direct - the digit "1" is not required)

N.Y. State Police - 279-6161
Putnam Community Hospital - 279-5711
Putnam Lake Fire Dept. (Fire & Ambulance) - 279-3443
(All other purposes) - 279-8480

Student Health Forms:

Health forms for each student are kept on a clipboard in the Center's Office. Parents should be notified of injury, accident, or illness (emergency numbers should be on the health form). The health form should accompany the student if he/she is taken to the Hospital.

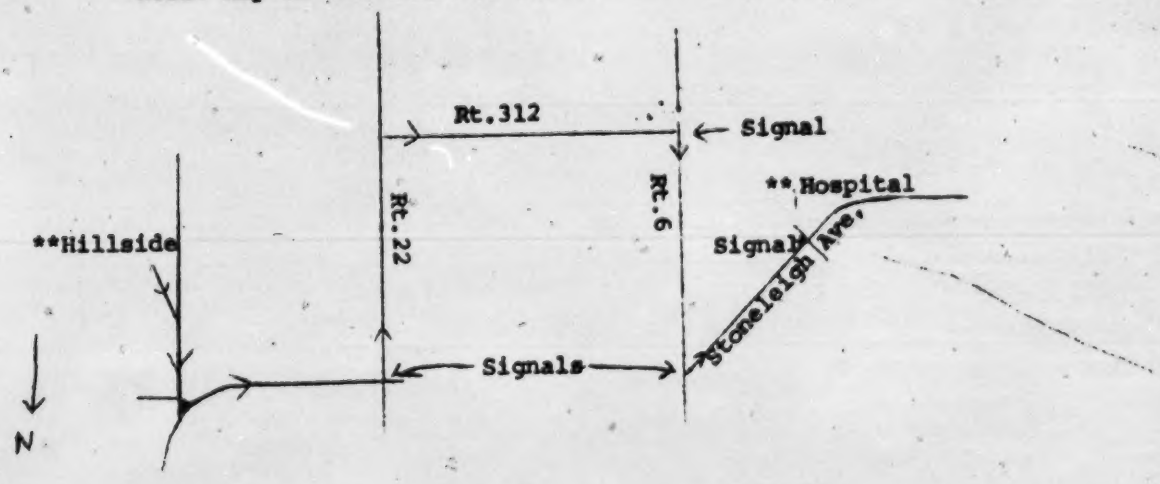
Procedure in case of injury, accident or illness:

1. Give immediate first aid needed.
2. Notify Director or Assistant Director. Get instructions.
3. If a group is using Green Chimneys School for an activity and an accident occurs there, emergency first aid may be obtained in the school infirmary across from the gym.
4. If emergency treatment or doctor's care is required, the victim is transportable, and Hillside's staff is NOT available, take victim along with health form, to Putnam Community Hospital.

Directions:

a. Leave Hillside, drive to Rt. 22
b. Follow Rt. 22 South toward Brewster for about 1 mile to Rt. 312
c. Follow Rt. 312 until it ends at Rt. 6 - approx. 4½ miles
d. Turn right (east) onto Rt. 6 and follow it approx. 1½ miles until you come to MacDonald's on left and Putnam Plaza on right. There is a signal at the Plaza.
e. Turn sharp left at signal (Stoneleigh Ave.) and follow hospital signs (approx. 1½ miles).
f. This is about a 20 minute drive.

NOTE: Map is NOT drawn to scale!



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Accident Reports:

An accident report should be filled out by the supervising staff for each injured student and turned in at the Center's Office within twenty four (24) hours of the accident. This includes injured staff as well.

First Aid Treatment:

All first aid treatment should be recorded in the first aid record book in the Center's Office. First aid supplies are available in the Center's Office and the staff room of each dorm should be so equipped.

In Case of Fire:

1. Students should be removed from obvious danger.
2. Notify the Center's Office. A blast of a horn will be sounded. The staff will escort students to ballfield. Students should be moved quickly but calmly to the field being sure not to pass through any buildings along the way.
3. Students are to be seated on the field and counted by classroom teachers or activity leaders. Missing students/staff should be immediately reported to the Director or Assistant Director (or person in charge).
4. Staff are not to attempt to fight a fire unless requested to do so. Students must be supervised at all times.

In Case of Lost Person:

1. Report a lost or unaccounted-for student to the Center's Office immediately.
2. A blast of the air horn will be sounded. All students should be led by the staff directly to the ballfield. Do NOT enter any buildings. Keep students calm.
3. After all students are assembled, they are to be seated and counted. If the student is still missing, the Director or Assistant Director (or person in charge) will direct the search.

DINING HALL PROCEDURES

During the week of residence we generally spend more of our working hours in the dining hall than in any other place. Consequently, the dining hall routine is important to the success of the program. A well-run dining hall lends much to the overall experience of the pupils and adults. The following set of procedures and expectations has provided a workable framework for making mealtime a happy and relaxed time rather that causing confusion and dissatisfaction.

Tables:

Each table seats 9, ie, a maximum of 7 students plus a Hillside staff member and visiting staff member.

Hoppers:

Each table shall have one hopper for each meal. The hopper sits at the head of the table. The general responsibilities of the hoppers are:

1. Report to dining hall at the hopper bell (15 minutes before each meal) to set the table.
2. Wait on table during the meal.
3. Scrape dishes and clear the table (good food to "food" window, food scraps to "slop" barrel, paper to "paper" barrel, scraped dishes to "scraped dishes" window, and silverware to "silverware" bin.
4. Sponge off the table and help sweep dining hall after the meal.
5. Check with "Leader of the Meal" (staff) before leaving dining hall.

Expectations for Hoppers:

1. Always be on time for the meal - you are responsible for your table.
2. Take pride in your table and set a good example for the other students.
3. Only the hopper should be up during the meal and for clearing.

Leader of the Meal:

For each meal a Hillside staff member is scheduled to supervise hoppers, make announcements, and lead other meal activities in the dining room.

Dining Hall Manners (General):

1. Wash well before coming to the meal.
2. Walk in quietly and stand behind seats for a moment of silence or grace.
3. Pass food in one direction.
4. Take only enough food so that all, including the hopper, may receive first servings from the initial platter.
5. Try a little of everything.
6. Table conversation should be restricted to your table.
7. Hoppers should be permitted to finish the meal without frequent interruptions to get "seconds". (The adult should use good judgement.)
8. Desserts should not be brought to the table until everyone has finished the main course. (The "Leader of the Meal" will announce when it is time.)
9. All students except the hopper should remain seated throughout the meal unless excused from the table by the adult.
10. Students will be dismissed from the dining hall by the "Leader of the Meal" after all tables have been cleared and wiped, announcements have been made, and any after meal activities have been completed.

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Adult Supervision:

1. A Hillside and visiting staff member should sit at each table and rotate to different tables at the various meals.
2. Be sure serving dishes are passed to others at the table rather than allowing grabbing.
3. There is no limit to the amount of food or milk a student can have (if it is available and as long as students are not in competition with one another as to how much they can eat). The only exception is dessert - one serving!
4. Such behavior as discourtesy, tipping benches, shooting food scraps, grabbing food, piling food on the plate, etc., should be quickly suppressed. (You'll find children will enjoy the experience much more if they know where you stand from the beginning - and so will you!)
5. Don't let extended conversations or "entertainment" keep your table from finishing the meal in a reasonable time. The next activity cannot begin until everyone is finished in the dining hall.
6. Meal time affords adults an opportunity to become acquainted with the children in a setting that is seldom duplicated in education. You can learn a good deal about their thoughts, problems, likes, dislikes, etc.

SAMPLE MENUS - RESIDENT PROGRAMS

Breakfasts:	Scrambled Eggs, Toast, Bacon Pancakes, Syrup Waffles, Syrup Hot Cereal, Cold Cereal, Toast French Toast, Syrup Cold Cereal, Pastry	All breakfasts include juice or fruit; milk or cocoa
Lunches:	Grilled Cheese, Soup Tuna, Salad, Soup Hamburgers, Vegetables, Potato Chips Hot Dogs, Beans, Potato Chips Cold Cuts, Salad, Soup Sloppy Joe Sandwiches, Salad Chili, Salad, Potato Chips	All lunches include beverage and dessert
Dinners:	Fried Chicken, Potato Ham, Potato Macaroni Casserole Roast Beef, Potato Beef Stew, Bread Spaghetti, Meatballs, Salad Hamburgers/Cheeseburgers, Potato	All dinners include vegetables, milk and dessert

Note: These are not choices - only samples

TYPICAL DAILY SCHEDULE

7:00AM	Reveille: Everybody up; dorm clean-up.
7:40	Hoppers and weather reporters to assigned locations; all others to flag pole.
8:00- 9:15	Breakfast and prep.for Morning Activity.
9:15-11:45	Activity
11:45	Hoppers and weather reporters to assigned locations.
12:00- 1:15	Lunch and Quiet Time.
1:15- 3:45	Activity
3:45- 4:00	Snacks
4:00- 5:15	Student's Choice of Activities
5:15	Hoppers and weather reporters to assigned locations; all others to flag pole.
5:30- 7:00	Dinner and prep.for Evening Activity.
7:00- 8:30	Evening Activity.
8:45	Snacks
9:00	To Dorms
9:30PM	Lights Out

PROGRAM OFFERINGS

The following programs include a brief description of the activities. They can be modified to meet the student's or class needs. They are offered year-round except where indicated. Starred (*) items may be done indoors if weather is too severe.

MAJOR ACTIVITIES:

*Action Socialization Experience (A.S.E.) - Team tasks or initiative games designed to promote group cooperation, self confidence, and trust; challenge and ropes course, and/or climbing wall.

Archaeology (mid.-Apr.-mid. Nov.) - Includes actual digging, sifting, cleaning, and discussion of artifacts and their relation to past, present, & future.

*Broom-making (Offered in years when "broom handles" or saplings are in good supply) Making handles and binding broom corn by hand.

Campcrafts - May include knots and lashing, fire building, simple cooking, use of "sledge and wedge" for splitting wood.

*Candle-making - Students hand dip their candles; discussion of past methods; candle holders may be made.

Canoeing (late spring - early fall)- Proper techniques of canoeing taught and practiced on East Branch of Croton River; life jackets worn at all times.

Cemetery (mid. Apr. -mid. Nov.) - Walk to nearby Barnum Cemetery (relatives of "P.T."); recording information from headstones; discussions; tombstone rubbings.

Cider-making & Apple Projects (fall only) - Grinding apples and hand turning the press; dried apple heads may be crafted; apple sauce, apple pie, dried apples and other possibilities.

*Compass - Basic introduction to an orienteering compass and its use; following a bearing to form geometric figures &/or to successfully complete the compass course; learning to take a bearing and design a compass course or treasure map; possible work in pacing.

Conservation Projects - Depends on the needs of the Center at the time; may include building or re-building steps on trail, building a new trail or maintaining an old one, water diversion ditches, improving wildlife habitats.

*Corn Husk Crafts (fall only- unless students bring their own husks from home) Discussion of Indian and other uses of corn and husks in both past and present; making corn husk people, animals, wreaths, coasters, etc.

Farm - Walk to nearby Green Chimneys Farm Center (an affiliate) to tour barnyard; see hear, smell, and touch sources of man's food and fiber; possible feeding of animals, farm chores, and projects.

First Aid - Discussion of its meaning and use; demonstration and practice of bandaging using triangular bandage; game utilizing skills learned.

Forest Exploration - A walk up the trails with activities and discussion centering around one or more concepts: similarities/differences, adaptation/evolution, interrelationships/interdependencies, continuity/change, or patterns.

Maple Sugaring/Black Birch Sugaring (late Feb.-Apr.) - Making spiles and buckets, tapping a tree; cutting/splitting firewood, collecting sap, boiling off and filtering when weather conditions are right for sap to flow.

Mapping - Use of topo maps; symbols; drawing a map from an imaginary landscape from verbal descriptions; using an enlarged map of Hillside to find "treasures".

*Mini-Climates - Use of thermometers and special mission cards to conduct experiments relative to the climate of small areas.

*Natural Dyes - Using dye stuffs from the pantry or the outdoors to make dye baths; washing wool and dyeing samples.

Outdoor Cooking - An afternoon of outdoor cooking for the entire group; groups rotate to different stations to prepare foods such as turkey, corn bread cider, apple pie, etc. Variations are possible. May also be a simple meal cooked outdoors - stick cookery (hot dogs) or "hobo stoves" (hamburgers).

(continued)

River Exploration - A walk to the East Branch of the Croton River; activities such as measuring temperature and depth of river, looking at water critters and plants; discussions centering around one or more concepts: similarities/differences, adaptation/evolution, interrelationships/interdependence, continuity/change, or patterns.

*Soap-making - Students make a small batch of hard soap by cutting up and rendering suet and mixing with lye water according to the recipe; candle-making often incorporated into soap program.

*Spinning & Weaving - Learning the basics of carding wool and spinning on drop spindle; when good enough, spinning wheel may be used; a simple Indian grass mat loom may be used to make a wall hanging.

Survival - A discussion of man's basic needs and how they can be met in a survival situation; in winter, some first aid related to frost bite and hypthermia; students construct emergency shelters and possibly build fires.

Timber Cruising - Measuring and estimating diameters & heights of trees; use of charts to determine board feet; figuring monetary value of trees; timber management; math skills of 6th grade or beyond are needed.

Tracks & Traces - Observing animal tracks & looking for traces; emphasis on reading the story behind the tracks; following tracks; best when snow is on ground.

Tree Identification - Learning what a key is; keying out members of the class; making a key to identify tree twigs; using a key.

FREE CHOICE ACTIVITIES - SAMPLES OF POSSIBILITIES:

Archery
Art in Nature (textures, collages, etc.)
Bird Watching
Colonial & Indian Toys & Games
Cooking & Food Preparation
Conservation Project
Earlier American Crafts
Fishing (in Season)
Gardening
Music (singing, instruments)
Nature Crafts
Nature Games
Photograms
Splitting Wood

EVENING PROGRAMS:

*A.S.E. (generally during Daylight Savings Time) - see "Major Activities"

*Astronomy - Discussion of constellations and legends; observing the sky with eye and possibly telescope; creative dramatics.

*Campfire - Songs, games, stories (not ghoststories)

"Humanus" - A Cassette which involves participants in thinking, reacting & clarifying values in survival type of situation; 5th grade or above.

*Folk-Square Dance - Non-partner and partner dances; some contra and circle dances.

Night Walk - Walk on the trail designed to develop night awareness & use of senses.

*Outside-In Scavenger Hunt - A hunt centering around the displays in the lodge.

*Scavenger Hunt - Generally an outdoor hunt ("ABC", list of items, etc.)

*Skits - Students develop skits and present them to the group.

TEACHER GUIDELINES FOR RESIDENT OUTDOOR EDUCATION

Before Arrival

1. Schedule a planning meeting at the Center with the Center staff. All teachers involved must attend.

2. Prepare students for the instructional and social living aspects of their week at the outdoor education center. Discuss the objectives and involve students in aspects of the planning. Set up student committees where appropriate (ie, campfire, skits, talent show, square dance, fund raising, etc.). To be of most benefit to you and your students, the outdoor education activities should be an extension of classroom activities.

3. Plan and prepare any program for which you will be responsible during the resident program. This should include at least one major activity, one evening program, a free choice activity each day, dorm quiet times, etc.

4. Fill out the necessary forms such as "Required Pre-planning Information Sheet", Table Seating Chart, Dorm Assignments, Activity Groups, Health Forms, etc., and send a copy to Hillside.

5. Distribute necessary materials to students such as "what to bring", notice of parent orientation meeting, health forms, health procedures, permission slips, etc.

6. Review the "Teacher Checklist for Resident Outdoor Education" before departure.

DURING THE WEEK

1. Provide someone from your staff to teach at least one major activity during each morning and afternoon activity time. Have all others from your staff attend the various activity sessions as observers and assistants. Try to have a staff member at each activity.

2. Provide supervisors for "Free choice" activities during the afternoon.

3. Sit with students at meals - one of your staff/table and rotate to a different table at each meal.

4. Assist in dealing with discipline problems, song leading, planning special programs, evaluating the program, or other supportive functions.

5. Supervise dorms/tents any time students are in them - "quiet time", showers, "free time", bed, etc. An adult must be in there when students are there.

6. Administer students' medications and keep a record to include the students' name, amount given, and the time(s) at which they were administered, etc.

BACK AT SCHOOL

1. Evaluate the week with the students, teachers, and parents.

2. Follow up with the appropriate culminating activities for the instructional and social aspects of the program.

PROCEDURES FOR DORM SUPERVISORS

(Teachers, Parents, High School Student Counselors)

A. Before Arrival:
1. Obtain suitable all-weather outdoor clothing, footwear, and equipment for hiking and being outdoors.
2. Locate stories*, poems, and/or games that you might share with the students in the dorm. (Your time together should be used to educational advantage.)
3. Read material sent to you carefully and make a list of questions you want answered when you arrive.
4. Bring musical instruments or other appropriate hobby materials to offer students during the recreational periods.

B. Upon Arrival:
1. Initiate and maintain a friendly and cooperative atmosphere in your dorm.
2. Check to see that the occupants of your dorm correspond with the dorm roster and report changes. (We must know where each student is at all times.)
3. See that the following are posted on the bulletin board in your dorm:
   a) weekly schedule
   b) activity groups
   c) dorm clean-up responsibilities

C. During Week:
1. Encourage students to be punctual for all meals and other activities.
2. Report any illness and accidents to the office.
3. Report any failure of physical facilities (heat, light, etc.) to the Director.
4. Ask others in your cabin to respect all rules and regulations and to protect camp property.
5. Bring constructive ideas to our attention.
6. Use some time to share stories*, poems, or games with the students.

D. Before Leaving:
1. Check your dorm to see that:
   a) all personal items have been removed.
   b) it is in good condition and clean.
   c) all lights are out and the thermostat is turned down to 55 degrees F.
   d) all temporary material is removed from bulletin board.
   e) outside door is closed.
   f) any damage done during the week is reported to the Director.

E. Helpful Hints - FIRST NIGHT:
1. Assign dorm job responsibilities (sweep floors, scour sinks, clean shower, clean toilets, police grounds for litter, empty wastebaskets).

   HINT: Post a chart giving each student at least one job responsibility during your stay.

2. Discuss rules and procedures for: evening, morning, quiet time, showers, etc.
3. Try to learn as many names as possible if you are new to the group.
4. Be sure students are aware of their responsibilities for keeping their own bed and belongings in order.
5. Sometimes giving students 30 minutes of quiet time (reading, writing) in dorms before "lights out" with the stipulation that if they're good, time will be extended 15-30 minutes helps to keep them quiet and get to sleep sooner.

*Note: Ghost stories are discouraged.

SUGGESTED PRE-TRIP ACTIVITIES AT SCHOOL

Depending upon the activities chosen for the outdoor education experience, you might:

1. Research P.T. Barnum and circus history.
2. Research NYS Fish and Game Laws; reasons for them; responsibilities of fishermen; and obtain any licenses necessary for fishing.
3. Listen to weather reports and clip weather maps from news; find out what makes weather and what instruments are used to forecast weather.
4. Research earlier American ways of life: pastimes, crafts, work, etc.
5. Make water nets for river study.
6. Make targets for archery.
7. Learn appropriate outdoor songs.
8. Prepare skits or talent shows for evening programs.
9. Study the route to the Center and make a map.
10. Conduct candy, cookie, candle, stationery, etc. sales to earn money for the class trip.
11. Develop a list of rules for democratic living at the Center.
12. Make up clue charts for identifying birds, rocks, trees, flowers, etc.
13. Study plants/animals/interrelationships of the forest, river, etc.
14. Study soil and water conservation, erosion control methods, and look for signs along bus route to the Center.
15. Take pictures/make tape recordings, etc. of activities done in preparing for the trip. (For use with pictures/recordings of things done <u>at</u> the Center and <u>after</u> the trip for a display, exhibit, assembly program, etc.)

AND ANY OTHERS YOU THINK OF .....

SUGGESTED POST-TRIP ACTIVITIES

Depending upon the program activities chosen for the outdoor education experience, you might:

1. Make a class mural of what was done at the Center.
2. Prepare a display, exhibit, photo essay, and/or some audio visual presentation for an assembly program, PTA meeting, etc. regarding the outdoor education trip.
3. Use specimens found at the Center (and OKAYED by the Center to take!!) to develop exhibits or for further research and study: rocks, aquatic samples, et
4. Dramatize the life of early settlers.
5. Make charts of birds, trees, rocks, flowers, interrelationships seen at the Center.
6. Construct an electric quiz board of things found or learned at the Center.
7. Compare soil properties at home or school with that of the Center.
8. Compare plants and animals at home or school with that of the Center.
9. Figure out the average lifespan of those buried in the cemetery.
10. Write a news article about the outdoor education trip for the school newspaper. Develop a special newsletter solely about the trip - to be sent home, to other classes, administrators, etc.
11. Write a poem/story/song about something you liked best/will most remember about the trip.
12. Teach a younger student something learned at the Center.

AND ANY OTHERS YOU THINK OF .....

SAMPLE BUS GAME

Check (x) the things you see on the way to Hillside Outdoor Education Center by bus: (List any others not listed.)

Farm Products	Farm Animals	Signs
Corn	Cow	"Deer Crossing"
Fruit trees	Horse	"Railroad Crossing"
Pumpkins	Pig	"Yield"
Tomatoes	Sheep	"Stop"
	Chicken	"Cattle Crossing"

Birds	Trees	Pets
Cardinal	Maple	Cat
Blue Jay	Pine	Dog
Robin	Hickory	
Crow	Elm	
Red-wing Blackbird	Sumac	

Flowers	Mammals	Interesting Places
Queen Anne's Lace	Rabbit	Cemetery
Daisy	Skunk	Bridge
Goldenrod	Raccoon	Sawmill
Blackeye Susan	Opossum	Marsh
	Deer	River
	Woodchuck	Construction on Highway
		Reservoir

(Your secret! What is the most unusual thing you saw on the trip? Don't tell anyone! You'll have a chance to tell about it after you arrive at the Center. Keep it secret until then. Teachers, please remember to provide an opportunity for sharing these soon after arrival!)

Other bus activities might include: Auto Bingo Game
Singing
"20 Questions" - animal, vegetable, mineral
License Plates - colors, numbers, states
Checklist for colors of: flowers, farm products, animals, etc.

SONGS

After meals in the dining room, as well as at campfires, singing helps to develop a group spirit among students at Hillside. Teachers are welcome to lead appropriate songs if they desire, but Hillside's staff is always on hand to do some song leading. The following list includes a variety of songs and song-types which might be appropriate. Words to most of these songs may be found in Sing (American Camping Association, Martinsville, Indiana), Tent and Trail Songs (Cooperative Recreation Service Inc., Delaware, Ohio), and Embers (Barsness & Bischoff, P.O. Box 8612, St. Louis, Mo.). Learning some of these songs beforehand is an excellent pre-trip classroom activity.

Folk/Spiritual
"This Land"
"500 Miles"
"Michael"
"Kum Ba Yah"
"He's Got The Whole World"

Response/Echo
"Tongo"
"The Other Day I Met A Bear"

Hiking
"Swinging Along"
"I Love To Go A-Wandering"

Campfire
"Tell Me Why"
"Flicker Of A Campfire"
"Ash Grove"
"Land Of The Silver Birch"
"Barges"

Fun/Action
"Bingo"
"This Old Man"
"Green Grow The Rushes"
"The Bear Went Over The Mountain"
"Sarasponda"
"The Austrian"
"John Jacob Jingelheimer Schmidt"
"Pile of Tin"

Rounds
"Kookabura"
"I Love The Mountains"
"A Ram Sam Sam"
"Canoe Round"
"Bottle of Pop"

POSSIBLE TEACHER-LED EVENING ACTIVITIES

Teachers are required to prepare and conduct (either on their own or with students) at least one evening program during their stay at Hillside. It is important that it is preplanned rather than a spur of the moment "What'll I do" type of program. The program should be discussed with Hillside's staff prior to your trip to be sure of what facilities and equipment are needed and that safety (not only of students but of the Center as well) is considered. Remember that if the evening activity leaves students all "keyed up", it's good to finish the evening with a quiet activity before going off to the dorms.

The following is a sampling of evening activities for teachers to lead:

1. Scavenger Hunts - As long as living things are NOT picked.
   Example: ABC Scavenger Hunt: Find object outdoors for each letter of alphabet; object must either be dead when found or be a non-living object, and it must fit in bag. After 30-45 minutes, check the results. Teams of 4-8.

2. Paper Bag Dramatics: Each group of 4-8 students are given a bag with 4-8 objects in it. Their job is to put together a skit using each item in the bag and present it to the entire group.

3. Talent Show: Preplanned at school and presented at Hillside.

4. Movie: Full length wildlife or Walt Disney type films are good.

5. Indoor Track Meet: Discus throw (paper plates), javelin throw (paper straws), shot put (bean bag, balloons), etc.

6. Capture The Flag.

7. "Anti-Gubrettil" (litterbug spelled backward) Sculpture Contest: Use litter collected during the day to create a sculpture. Contest among small groups.

8. Square Dance.

9. Charades.

10. Bring in special resource people you know to present a program (Audubon, Sportsman, animals, etc.) Hillside can provide names of several people.

etc., etc...

SUGGESTED REFERENCES IN OUTDOOR EDUCATION

Gross, Phyllis and Esther P. Railton, Teaching Science in an Outdoor Environment, University of California Press, 1972.

Hammerman, Donald R. and William M. Hammerman, Teaching in the Outdoors, 2nd ed., Burgess Publishing Co., 1973.

Hillcourt, William, The New Field Book of Nature Activities & Hobbies, G.P. Putnam's Sons, 1970.

Hug, John W. and Phyllis J. Wilson, Curriculum Enrichment Outdoors, Harper & Row Publishers.

Leopold, Aldo, A Sand County Almanac, Sierra Club/Ballentine Books, 1966.

**Schramm, William, Classroom Out-of-Doors, Sequoia Press, 1969.

Smith, Julian W., Reynold E. Carlson, Hugh B. Masters, and George W. Donaldson, Outdoor Education, 2nd ed., Prentice Hall, Inc., 1972.

Storer, John H., The Web of Life, Signet Book, 1953.

Swan, Malcolm D., ed., Tips and Tricks in Outdoor Education, Interstate Printers & Publishers, Inc., 1970.

Thurston, La Rue A., The Complete Book of Campfire Programs, Association Press, 1958. Or Good Times Around the Campfire (condensed version) Association Press, N.Y. 1967.

Van Matre, Steve, Acclimatization, American Camping Association, 1972.

Van Matre, Steve, Acclimatizing, American Camping Association, 1974.

**This book details a specific resident outdoor education program-- well worth reading before your trip.

Books you might like to bring: Peterson Field Guides, Audubon Field Guides, *Golden Nature Series* } Birds, Trees, Insects, etc.

Films you might like to bring: "Nature's Half Acre", "Beaver Valley" } Walt Disney

"Cry of the Marsh"
etc., etc.

TEACHER CHECKLIST FOR RESIDENT OUTDOOR EDUCATION

This is a checklist to aid you in preparation for your resident outdoor education trip. Please check off items as they are completed and/or as arrangements have been made. (This is for your use only.)

Check (√)
when completed:

Forms to be completed:

____ 1. Week's schedule (if not completed at time of pre-plan meeting)
____ 2. "Required Pre-planning Information Sheet" (send to Hillside 3 weeks prior to your trip ie, by _____(date)
____ 3. Table Seating Chart
____ 4. Dorm Assignments
____ 5. Instructional Groups
____ 6. _____
____ 7. _____

Forms to be collected from students:

____ 1. Student Health Forms - alphabetical order please (send to Hillside by one week prior to your trip ie, _____(date)
____ 2. Publicity Release Forms - turn in to Hillside upon arrival.
____ 3. _____

Gather all instructional equipment/supplies needed (unless Hillside has specifically offered equipment):
(eg, compasses, art materials, microscope, telescope, #10 cans, onion skins, etc.)

____ 1. _____
____ 2. _____
____ 3. _____
____ 4. _____

Contact school specialists for preparation and lessons at the outdoor education center:

____ 1. Art
____ 2. Music
____ 3. Nurse/Health Education
____ 4. Physical Education
____ 5. _____
____ 6. _____

Other Materials:

____ 1. Reference books
____ 2. Arrange for payment of fees to Hillside
____ 3. Log book for administering medicines
____ 4. Arrange to have a car at Hillside at all times in case of emergency
____ 5. *Roster of all students in actual attendance. Any lists made previously (tables, dorms, instruction groups) will suffice as long as last names are included.
____ 6. *Roster of all teachers, parents, etc. in attendance, including the specific nights they slept over.
____ 7. If you wish your school to be in your local paper, write a news release and send it in before or after the trip. (Hillside can help with this.)
____ 8. Inform all chaperones of their responsibilities (dorms, meals, etc.)

*These items are due upon departure from Hillside.

NOTE for teachers and chaperones: Please NO alcoholic beverages at Hillside; smoking is discouraged

REQUIRED PRE-PLANNING INFORMATION SHEET

This form is required to be completed and returned to Hillside three weeks prior to your program. It is designed to aid you as well as Hillside in organizing a pre-planned and smoothly run program. PLEASE TYPE OR PRINT.

1. a. I (our staff) plans to conduct and instruct the following major block activity(ies) (approx. 2½ hrs.):_____

   b. If it rains such that the activity cannot be conducted outdoors, it (can) (cannot) be modified for indoors. If not, we're planning the following activity(ies):_____

2. During the free choice time slot (4:00-5:15PM) our staff intends to offer the following activities: (Note: Attempt to encourage students to become involved in activities they may not have back at school.)

Activity	Day
_____	_____
_____	_____
_____	_____
_____	_____

3. a. Our evening program is scheduled for _____(date).
   We plan to conduct the following activity:_____

   b. If a switch in evening program dates is necessary (because of poor weather, etc.) our program (can) (cannot) be switched to any other night.
   Circle one

   c. If it rains such that our program cannot be conducted outdoors, our alternate program is:_____

4. After lunch ("quiet time") and just before "lights out", it is important to have some type of supervised quiet activity going on in the dorms (table games, reading, drawing, quiet songs, diaries, discussions, etc.) In general, our plans include:_____

5. Considering the activities we will be conducting, we would like to know if Hillside has the following equipment available for our use:

Quantity	Item	For What Activity
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. The following teachers/parents are planning to be at Hillside with our group:

Person	Day
_____	_____
_____	_____
_____	_____

7. We have distributed to the students the health forms to be completed and returned to Hillside by one week prior to our trip. Table charts and group assignments (instructional and sleeping) are being considered.

_____ (Date)

_____ (Signature)

TABLE CHART FOR MEALS

Tables in the dining room are set up for a maximum of nine (9) people, ie., a maximum of 7 students and two adults (one Hillside staff member and one visiting staff member). Staff members try to rotate so as to sit at least once with each table group.

As part of your pre-planning (and perhaps a good pre-trip activity for students), please work out table arrangements by using the chart below. Please try to evenly distribute students among the number of tables assigned. Also co-ed groups are preferable, if possible.

Number of tables assigned to your classes:_____

TABLE NUMBER _____

1._____
2._____
3._____
4._____
5._____
6._____
7._____

TABLE NUMBER _____

1._____
2._____
3._____
4._____
5._____
6._____
7._____

TABLE NUMBER _____

1._____
2._____
3._____
4._____
5._____
6._____
7._____

TABLE NUMBER _____

1._____
2._____
3._____
4._____
5._____
6._____
7._____

DORM ASSIGNMENTS - SAMPLE CHART

Sleeping groups for students are arranged according to the sides of the dorms. Each side has 16 beds (bunk bed style) for a total of 32 beds/dorm. It can be arranged such that girls are all in one dorm and boys in the other, or that one class is in the lower dorm and the other class is in the upper dorm. Please indicate below who will be where: (Use another sheet to complete arrangements)

Please Type or Print.

Lower - Upper Dorm
(Circle one)

Left Side	Right Side
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.

INSTRUCTIONAL GROUP ASSIGNMENTS - SAMPLE CHART

Please use this sheet to aid in planning for your program and bring a copy with you to Hillside. This could be a pre-planning activity with the students.

Instructional groups should be co-ed and of fairly equal numbers.

The number of instructional groups assigned to your classes:_____

Please Type or Print

Group Name:_____

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____
14._____
15._____

Group Name:_____

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____
14._____
15._____

WHAT TO BRING

Warm, comfortable, practical, old clothes are all that are required. Shoes should be sturdy and well broken-in. Loafers, sandals, platforms, etc. are impractical and their use causes blisters, sprains, and cuts. Students should be prepared to wade in water (during warm months) and an old pair of sneakers is suggested. Wet weather gear is important so that the scheduled programs can be held regardless of rain. Laundry facilities are NOT available so sufficient clothing for the week should be brought along. It is wise to put name tags on all personal belongings as the Center cannot assume responsibility for lost items. It is suggested that a small laundry bag or pillow case be included for dirty clothes.

The following is a general check list that is used year-round. Clothing items should be increased in the winter months and decreased in the warmer months as you see fit. Students should dress in layers of clothing so that additional clothing may be added or taken off according to the weather. Do NOT bring only one heavy jacket!

Packed for Camp	Packed for Home		Packed for Camp	Packed for home	
___	___	One bath towel	___	___	One pair sturdy walking boots/ shoes
___	___	One wash cloth	___	___	Extra pair sneakers/shoes
___	___	Soap	___	___	Five pair socks
___	___	Comb or hairbrush	___	___	One warm jacket
___	___	Toothbrush	___	___	One poncho or raincoat & hat
___	___	Toothpaste	___	___	Waterproof boots
___	___	Pajamas	___	___	Stamped, addressed postcard
___	___	Underwear (4 changes)	___	___	2 pens/pencils
___	___	2 or 3 pairs pants	___	___	Notebook or clipboard
___	___	2 short sleeved shirts	___	___	Pillow case
___	___	2 long sleeved shirts	___	___	Laundry bag
___	___	Kleenex or handkerchief	___	___	One Sweater or Sweatshirt
___	___	Sleeping bag, or bed roll (2 sheets & 1 blanket)			

OPTIONAL:

___	___	Binoculars	___	___	Camera & film
___	___	Musical Instruments	___	___	Medication (to be given to & kept by teacher)
___	___	Fishing tackle	___	___	Sewing Kit
___	___	"Quiet" games, puzzles, book, etc.	___	___	Insect repellent (non-aerosol

PLEASE DO NOT BRING KNIVES, MONEY, RADIOS, TAPE RECORDERS, FOOD, CANDY OR GUM!!

REMEMBER, THE CENTER IS NOT RESPONSIBLE FOR PERSONAL BELONGINGS!!!

HEALTH RECORD

School: _____
Teacher: _____
Date of Program: _____

Please Type or Print.

Child's Name: _____ Age: ____ Grade ____ Birth Date ____

Parent's (Legal Guardian's) Name: _____

" " " Address: _____

Home Telephone: _____ Business Telephone: _____

In case of emergency, please list two (2) other adults who may be contacted in the event you cannot be reached:

a. _____ (Name) _____ (Address) _____ (Phone)

b. _____ (Name) _____ (Address) _____ (Phone)

I give my permission for Hillside Outdoor Education Center's staff to administer first aid if such care is needed. In the event hospital care/treatment is needed, I give my permission for my child to be taken for treatment at nearby Putnam Community Hospital in Carmel, N.Y.

_____
(Signature of Parent/Legal Guardian)

CHILD'S HEALTH HISTORY

1. List (with date) any major illnesses or injury in the past MONTH:

_____

2. List (with date) any major/minor illness or injury in the past YEAR:

_____

3. Date of last Tetanus shot: _____ 4. Child's Allergies: _____

5. If your child has any physical handicaps which Hillside should be aware of, please specify: _____

6. Can your child participate in strenuous activities? _____ If NOT, please specify: _____

7. If your child will be taking any prescribed medication at the Center, please note:

Medication	Amount and Time to be taken
(List any others on back) _____	_____
_____	_____

8. Any special problems, ie., bedwetting, sleep-walking, etc.? _____

To the best of my knowledge, the above-named child is in good health.

Date: _____ Signed: (Parent or Legal Guardian) _____

PUBLICITY RELEASE FORM

I DO / DO NOT give permission for Hillside Outdoor Education Center to use pictures of my child _____ (name) for publicizing the organization, its programs, and activities.

Signed: _____
Parent or Legal Guardian

Date: _____

School: _____

SAMPLE PERMISSION SLIP FORM

I DO / DO NOT give my child _____ (pupil's name) in _____ (teacher's name) class, my permission to participate in the _____ (School) Resident Outdoor Education Program at Hillside Outdoor Education Center from _____ (Date) through _____ (Date), 19____.

Signed: _____
Parent or Legal Guardian

Date: _____

School: _____

STUDENT's EVALUATION

School: _____
Grade: _____
Dates of Trip: _____

Your outdoor education experience at Hillside has involved more than academic subjects. You have been living and working with people other than your family and have had to accept some responsibilities. Please help us to plan even better programs by sharing your ideas and feelings about your experience.

1. The two experiences I felt were most important and worthwhile for me were:

   A.

   B.

2. The two experiences I enjoyed most were:

   A.

   B.

3. The two experiences I found most difficult were:

   A.

   B.

4. What activities would you like to see added or expanded?

5. What activities would you like to see eliminated or reduced?

6. Did you think the outdoor leaders did a good job. Comment.

7. Would you want more outdoor education experiences at other grade levels? Why?

8. What was your favorite food?

9. What was your least favorite food?

10. Were you satisfied with the amount of food you were given?

11. Any other comments.

TEACHER'S EVALUATION

1. Do you feel that the resident program is valuable for your classroom teaching? Why?

2. In general, ware the program offerings adequate and well planned? What activities would you add or expand? Eliminate or reduce?

3. What is your evaluation of Hillside's facilities and services? Please list any suggestions for improvement.

4. What, in general, was your opinion of the leadership (interns, instructors, administrators)?

5. How could your role in relation to the Center's staff's role be improved?

6. To what extent did the developed "curriculum guides" help in preparing you and your students for the trip? In following up the trip afterwards?

7. Please indicate if there were any specific rules, policies, or occurrences that bothered you.

8. Please state any suggestions for improving the overall outdoor education program.

9. How did you finance your trip? (approx. percentages)

____Sales ____BOCES ____ Other:_____
____PTA ____Parents _____

10. Any other comments:

PARENT EVALUATION

1. Please compare the level of interest and excitement your child showed before and after going to the resident outdoor education program.

   A. BEFORE THE PROGRAM (Circle one, please)

strongly against going	mildly against going	indifferent	mildly enthusiastic	highly enthusiastic

   B. AFTER THE PROGRAM (Circle one, please)

very disappointed	mildly disappointed	indifferent	mildly excited	very excited

While at the Center, students did many things. Some of these may have been:

gravestone rubbings	campcraft skills	group singing
candle-making	table setting & cleanup, etc.	broom-making
campfires	stream study	spinning
map and compass work	night hikes	weaving
conservation projects	farm	forest study
archaeological dig	maple sugaring	action socialization
fishing	corn husk crafts	opportunity to do things with classmates

and -- much, much more!

2. What did your child like best about the Resident Outdoor Education Program? And why? (The list above may help.)

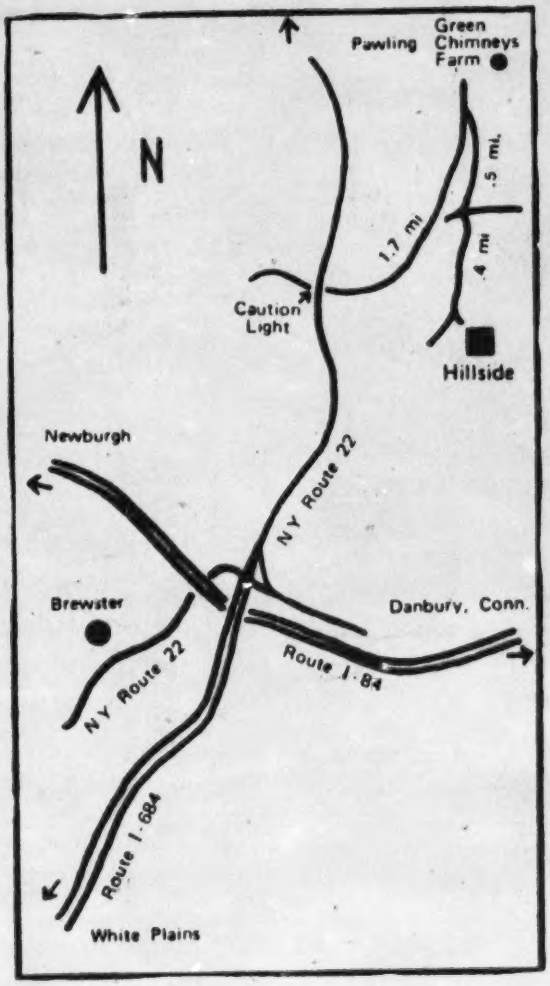
3. What did your child like least about the Resident Outdoor Education Program?

4. As parents, what did you consider the most significant aspects of our Resident Outdoor Education Program?

5. Did you feel adequately informed about the program? Yes____ No____.
   If "no" what further information was needed?

6. Further suggestions and comments.

THANK YOU.



DIRECTIONS:

From Up-State -- Follow the Thruway or the Taconic Parkway South to I-84 EAST.
Follow I-84 to Brewster and NY Rte. 22 NORTH (Exit 20N)

From Down-State -- Follow I-684 NORTH from White Plains to Brewster and NY Rte. 22 NORTH. (I-684 ends at Brewster. Do NOT exit into Brewster or at any previous Rte. 22 exists.

From Brewster -- Follow NY Rte. 22 NORTH for about 3 miles to the blinking caution light. Turn right toward Putnam Lake.

Continue on this road for 1.7 miles. Turn onto the road on your right. (This is just before Green Chimneys)

Follow this road .5 miles to the intersection where our sign is located. Turn left and then a quick right (about 50 ft. after your left turn). Continue .4 mile to Center on the left.